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ABSTRACT

This volume, the first in a series comprising the field-test edition of the Defense Language Institute's "Haitian Creole Basic Course," is extracted primarily from the instructor's guide to materials contained in Albert Valdman's "Basic Course in Haitian Creole." Materials are arranged in the order of their use in the classroom. Content of each class hour is indicated and includes: (1) perception drills, (2) dialogue, with adjunct, cultural notes, cartoons, and suggested homework, (3) questions for the recitation hour, (4) pattern drills, (5) a recombination exercise text for comprehension or reading exercise, and (6) additional drills, exercises, and readings in area background. Dialogues of each lesson are translated, grammar notes included, and a list of new vocabulary provided. Ten lessons are presented including two review lessons. (RL)

ED057697

HAITIAN CREOLE

BASIC COURSE

STUDENT TEXT

Volume I

Lessons 1 - 10

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December 1971

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Roy M. Kessler

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Director

PREFACE

This is the first in a series of volumes comprising the field test edition of the Defense Language Institute Basic Course of Haitian Creole prepared by Mrs. Rolande Turnier under the direction of the Systems Development Agency.

This student text was extracted from the more comprehensive instructor's guide to the materials contained in Albert Valdman's Basic Course in Haitian Creole and those prepared additionally by Mrs. Turnier. Professor Valdman's course was prepared under terms of a research contract with the Office of Education and issued as a Language Science Monograph by Indiana University. Mrs. Turnier, a native of Haiti and since 1962 an instructor of the French Department of the West Coast Branch of the Defense Language Institute, has added significantly to the Valdman course and selected and arranged materials to fit the DLI mission, school organization, and time frame of six hours of instruction per day.

Materials are arranged in the order of their use in the classroom. The content of each hour is preceded by a Roman numeral:

I. Perception Drill (1400)

II. Dialogue, with Adjunct, Cultural Notes, and Cartoons, as well as suggested Homework (1500)

III. Questions, for the Recitation Hour (0800)

IV. Pattern Drill (0900)

V. A Recombination Exercise, Text for Comprehension, or Reading Exercise, leading to Free Expression (1000)

VI. Additional Drills/Exercises or Readings in Area Background (1300)

Sections I and III and a number of subsections have been omitted from the student text.

For independent use by the student, each lesson is introduced by a free translation of the dialogue and concluded with grammar notes and a list of the lesson's new vocabulary. Every fifth lesson is a review lesson.

To change the pace and to account for individual differences in rate and manner of learning, the second, fourth, and sixth hours of the daily lesson cycle are usually periods of supervised independent and personalized study, with specified materials made available on tape and in area background literature.

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Lesson 1

GREETINGS

Scene: Downtown Port-au-Prince

Characters: Mari Batis
Toma Loui, her firend
(Alsé, a mutual friend
who does not appear)

Toma: Hello, Mari.

Mari: Hello, Toma. How are you?

Toma: I'm fine. And you?

Mari: I'm fine.

Toma: And Alsé, how is he?

Mari: Thank God, he's fine, too.

II. DIALOGUE

NOTE: This is an hour of independent, supervised perception and study. Students work in the laboratory or with their tape recorders in the classroom.

1. References:

   a. Tape No. 1.

   b. Valdman, page 45.

2. Adjunct:

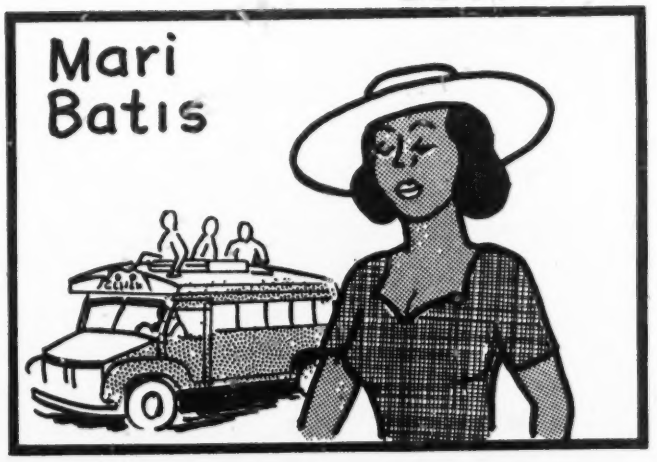
Mari Batis kontré Toma Loui.	(Mari Batis meets Tom Loui.)
Ki moun Mari Batis kontré?	(Whom does Mari Batis meet?)
Toma di bonjou.	(Toma says good morning.)
Li mandé nouvèl bòs Alsé.	(He asks for bòs Alsé's news.)
Ki sa li mandé?	(What does he ask?)

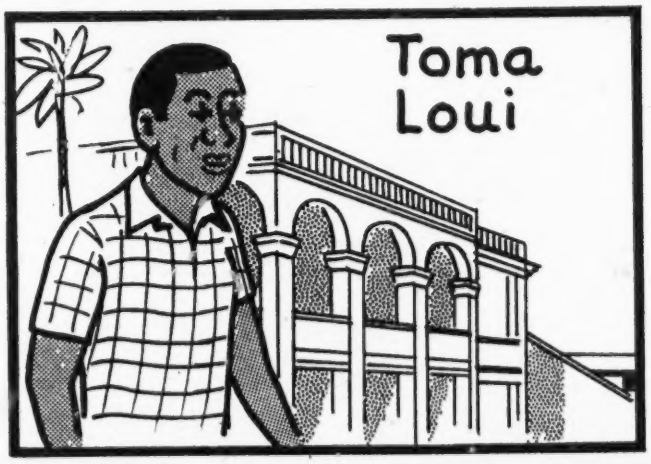
3. Cultural Notes:

   Reference: Valdman, page 46, "Dialog Notes."

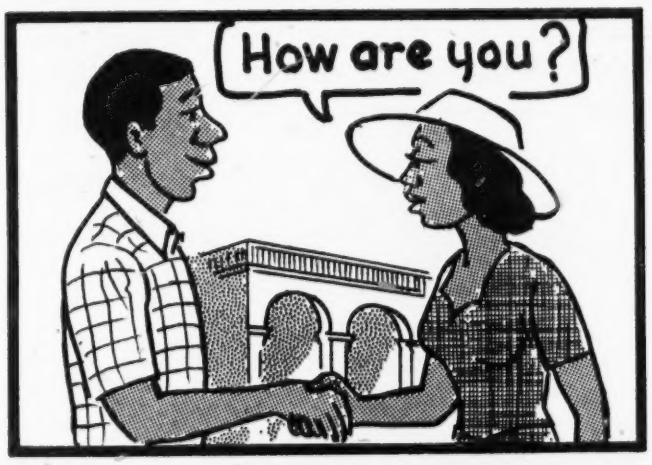
HOMEWORK

1. Study the grammar notes on page 48 in Valdman and do the grammar exercises on pages 48 and 49.
2. Memorize the dialogue.
3. Check your knowledge of the vocabulary.


Mari
Batis


Toma
Loui

Hello!


How are you?

...yourself ?
all right

bòs
Alsé
?

Thank
God..

L. 1

IV. PRONUNCIATION, GRAMMAR AND PATTERN DRILL

NOTE: This is another period of independent study. Students listen to tapes in class or in the laboratory.

References:

a. Tape No. 1.

b. Text: Valdman, pages 17-18, 47-49, 51-54.

1. Pronunciation Drill: /i/, /a/, and /ou/ Valdman, pages 17-18.

2. Grammar:

   a. Directed Questions. Valdman, page 49, para. C.

   b. Lexical Variation Exercises. Valdman, page 52, paras. C,D,E. Page 53, paras. A,B.

   c. Notes. Valdman, pages 48 and 54.

3. Test: Valdman, pages 47-48.

VI. INDEPENDENT STUDY

NOTE: This is the third and last hour of supervised independent study in this day's lesson cycle.

References:

a. Tape No. 1.

b. Valdman, preliminary edition, pages 21-25.

GRAMMAR NOTES

Reference: Valdman, pages 48 and 54.

VOCABULARY

Note: For items with an asterisk see the Cultural Notes.

a (prep)	to
Alsé (pr n)	Alse
ap, apé (particle)	marker to indicate action or state is going on in the the present (before a verb)
ba, bay (v)	to give
bonjou (n)	hello
bòs (n)	chief, head, boss*
bien, ben (adv)	well, fine
Chal (pr n)	⌐Charles⌋
di (v)	to say, to tell
Dieu, Đié (n)	God
é (conj)	and
en ben (int)	well, then, well then
grandi (v)	to grow (up)
gras (n)	grace
jan (n)	manner, way
kenbé (v)	get along
ki	which, what
ki jan	how
ki moun	who, whom
ki sa	what
komè, Kòmè (n)	sister, friend (f)*
konpè (n)	brother, friend (m) *
kontré (n)	to meet (with)
la (adv)	there
li, l (pers pr)	he, she, it, him, her his, hers, its
li-menm (cpd pr)	himself, herself, itself

(ma) komè-m	my friend (f)
mal (adv)	badly, bad
mandé (v)	to ask
Mari (pr n)	Mary
menm (adj or adv)	same, even, yet, self
monchè (n)	old man, my friend (m)
(mon) konpè-m	my friend (m)
mouen, m (pers pr)	I. me, mine
moun (n)	people, person
nou, n (pers pr)	we, us, our, you (plural)
mouvèl (n)	your new
O (int)	Ah! Oh!
ou (pers pr)	you, your (singular)
oui (adv)	yes
pa (adv)	not
pi (adv)	more
ti (adj)	(before a noun) little
ti-moun (n)	child
Toma (pro n)	Thomas, Tom
tou (adv)	also, too
toujou (adv)	still, yet, always
yé (v)	to be
yo, y (pers pr)	they, them, their

Idiomatic Expressions

Ban-m nouvèl-ou?	What's new with you? How are you?
gras a Dieu	Thank God
ki jan ou yé?	How are you?
M la	I'm all right.
pa pi mal	not bad

Lesson 2

MEETING A FRIEND

Scene: On the way to Pétionville, a suburb on the heights above Port-au-Prince

Characters: Gabi Loui
Mari Batis, her friend

Situtation: Gabi, on her way to the market in Pétionville, meets Mari, who is headed for the post office

Mari: Gabi dear, how are you?

Gabi: Just fine; and you?

Mari: Thank God, I'm okay.

Gabi: And bòs Alsé?

Mari: He is so-so.

Gabi: And the children?

Mari: Fine. Growing up.

Gabi: Where are you going?

Mari: To the post office. And you?

Gabi: To market.

Mari: Good, then I'll see you later. Good-bye, Gabi.

Gabi: Good-bye, Mari.

II. DIALOGUE

1. References:

   a. Tape No. 2.

   b. Valdman, page 57.

2. Adjunct:

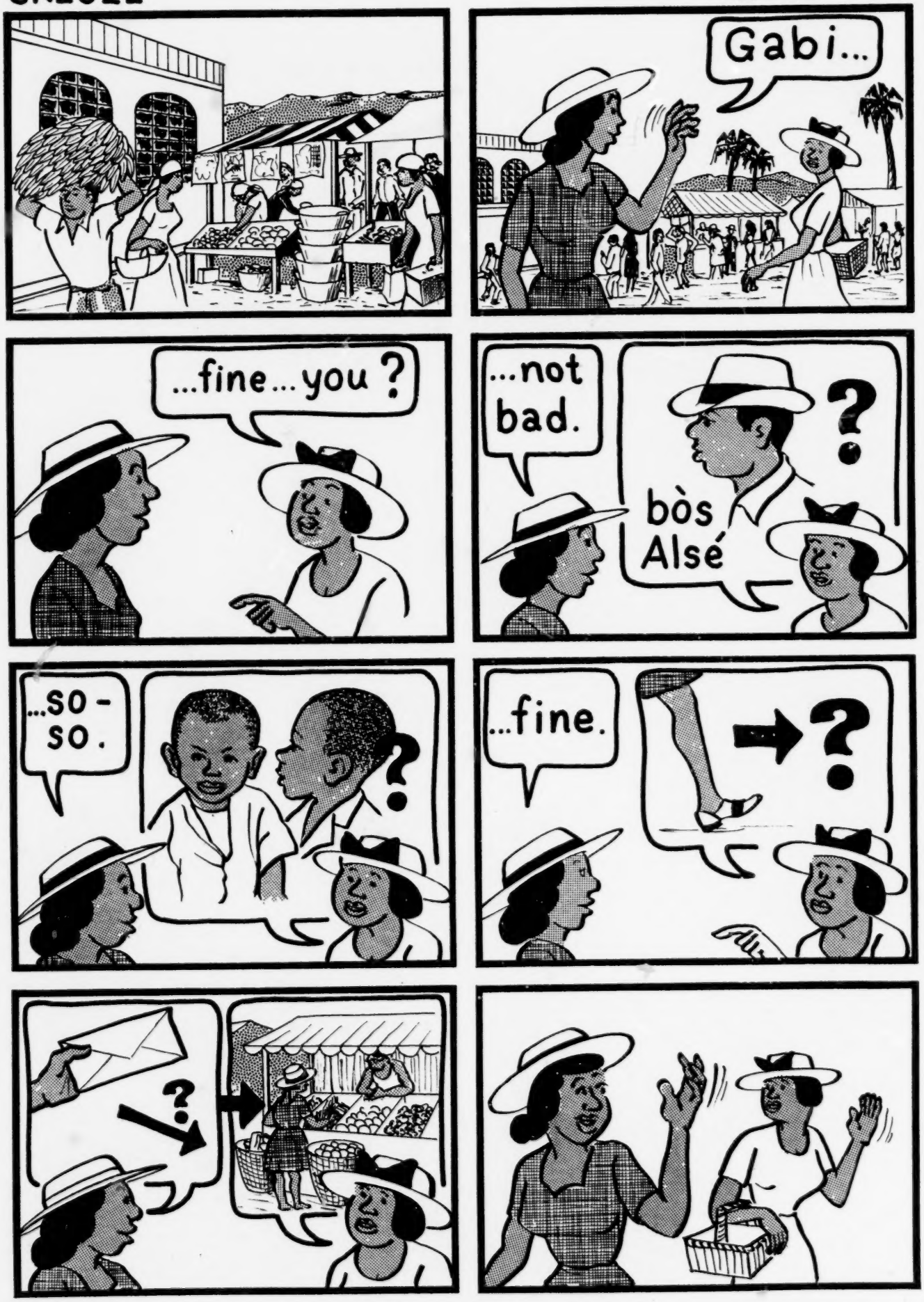
Toma fè you rivé lakomun.	Toma went to the City Hall.
L al pran kat didantité-l.	He has gone for his ID card.
Mari al chèché lèt lapòs.	Mari has gone to get her mail at the Post Office.
Li poté kèk lèt lapòs tou.	She also took a few letters to the Post Office.
Y al fè chimen yo.	They are gone.

3. Cultural Notes:

   Reference: Valdman, page 59, "Dialog Notes."

HOMEWORK

1. Study the grammar notes on pages 61 and 68 in Valdman.
2. Memorize the dialogue.
3. Check your knowledge of the vocabulary.


Gabi...
...fine... you ?
...not bad.
bòs Alsé
...so - so.
...fine.

L. 2

IV. PATTERN DRILL

Listen to Tape No. 2.

<u>References:</u>

a. Tape No. 2.

b. Valdman, preliminary edition, pages 43-52.

VI. INDEPENDENT STUDY

References:

1. Tape No. 2.
2. Valdman, preliminary edition, sentences on page 41.
   Valdman, workbook, page 11 - key to exercise.

Exercises:

1. Translation: Transcribe Creole sentences on tape into English.
2. Comprehension Practice: A 20 minute exercise on tape.
3. Fluency Test: A 3 minute test on tape.

GRAMMAR NOTES

Reference: Valdman, pages 61 and 68.

VOCABULARY

-a	(particle)	the (after noun)
a	(particle)	(a marker to indicate action or state is future before a verb
ak, avèk, avè	(prep)	with
alé	(v)	to go
alò	(adv)	then; well then
ap rivé	(v phr)	be on one's way
chèché	(v)	to get, to look for
chimen, chémen	(n)	road, way
fè	(v)	to make, to do
Gabi	(pr n)	Gabi
idantité	(n)	identification, identity
kat	(n)	card
kat didantité	(n phr)	identification card
kèk	(indef adj)	some, a few
(ki) koté		where
kon	(adv)	like, as
kon sa		so-so
koté	(n)	place, location (see ki)
kouman		how
Kouman ou yé?	(int phr)	How are you?
kouté	(v)	to listen
lakomun	(n)	city hall
lapòs	(n)	post office
lèt	(n)	letter(s)
machè	(n)	my dear woman
maché	(n)	market
nan	(prep)	at, to
nan rout, nan chimen	(n phr)	on the way
non	(adv)	no
ouè	(v)	to see

Pétionvil	(pr n)	a city on the heights above Port-au-Prince
Pòtoprens	(pr n)	Port-au-Prince, the capital of Haiti
pi ta	(adv)	later
piti	(adj)	little
pitit	(n)	child
poté, pot	(v)	to bring, to carry, to take to
pou	(prep)	to, in order to
pral(é), apral(é)	(v)	to be going (to)
pran	(v)	to get, to take
rivé	(v)	to go, to arrive
rout	(n)	way, road
sa	(pr. dem)	this, that
ta	(adv)	late
viré	(v or n)	to turn; spin, turn
youn	(ind art)	a, one, an

Idiomatic Expressions

fè chimen (chémen) + pers. pron	to be leaving, to go, to be on one's way
fè youn viré	to take a walk, to go out for awhile

Lesson 3

SMALL TALK

Scene: On the Road to Port-au-Prince

Characters: Bòs Alsé and Toma

Situation: Bòs Alsé and Toma meet. Toma carries some tools under his arm. Bòs Alsé is curious.

Alsé: Hello, Toma.

Toma: Hello.

Alsé: How's your wife?

Toma: She's fine.

Alsé: You are out quite early.

Toma: I am going to Anita's.

Alsé: What for?

Toma: I'm going to do a little job for her.

Alsé: What's that under your arm?

Toma: My tools. But where are you going?

Alsé: Downtown.

Toma: I see. Well, keep your chin up.

Alsé: Sure will. Well, see you.

L. 3

II. DIALOGUE

1. References:

   a. Tape No. 3.

   b. Valdman, page 71-73 (top).

2. Cultural Notes:

   a. Reference: Valdman, page 73 (top), "Dialog Notes."

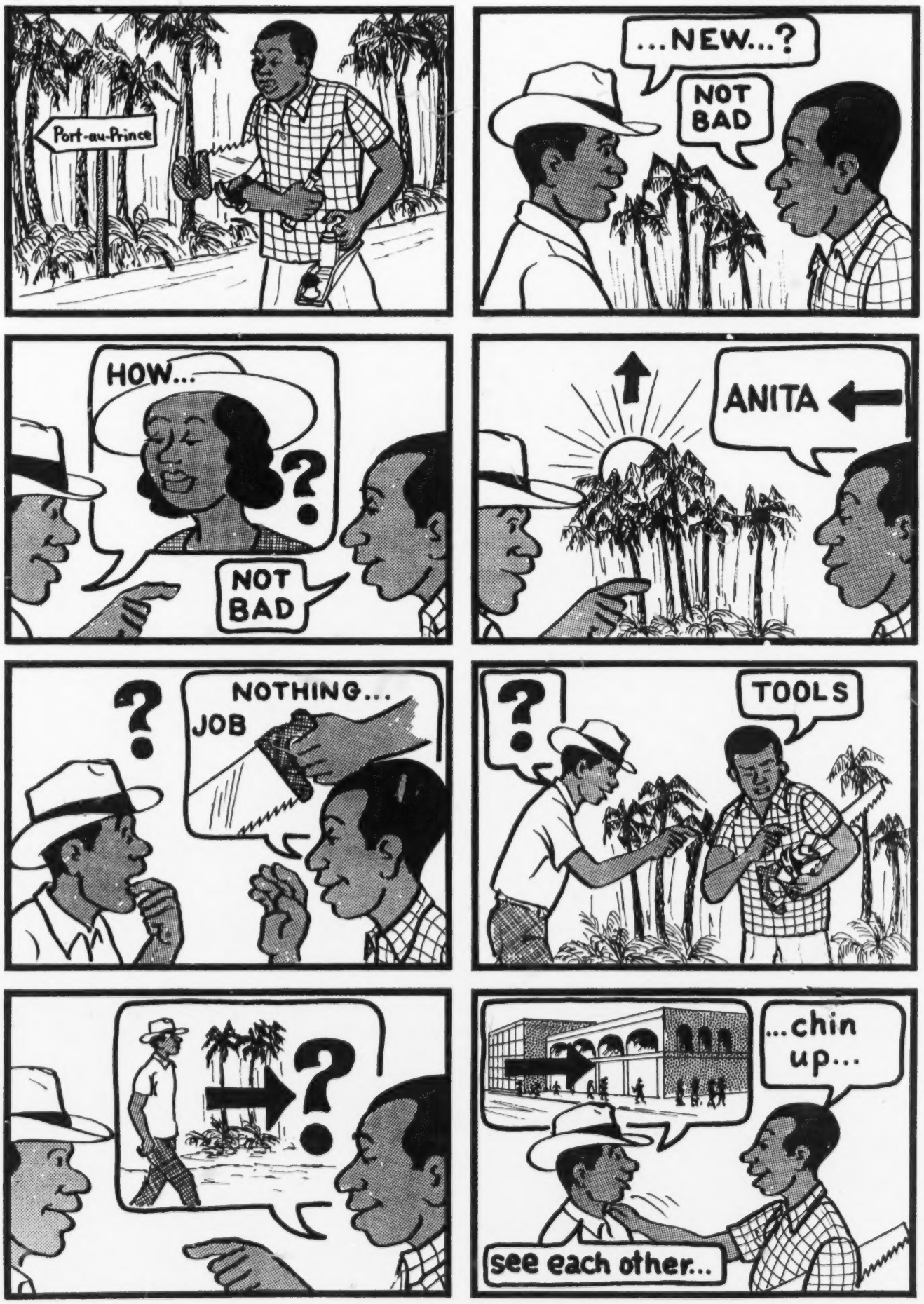
   b. Proverb: See Vocabulary.

HOMEWORK

1. Study the grammar notes. See Valdman, pages 74-75.

2. Work with the dialogue so intensively that you are able to recite it in the next class.

3. Check your knowledge of the vocabulary. Note particularly the idiomatic expressions and the proverb.


Port-au-Prince
...NEW...?
NOT BAD
HOW...
?
NOT BAD
ANITA
?
NOTHING...
JOB
?
TOOLS
?
...chin up...
see each other...

IV. PATTERN DRILL

A. References:

1. Valdman, pages 74-75, Grammar Notes.

2. Tape No. 3.

B. Pronunciation Drills on the Sound /l/

1. The sound /l/ in Creole is almost like the English /l/ in let; but in Creole, the tip of your tongue must touch the back of the upper teeth.

2. The sound /l/ in initial position:

a. Exercise: Do not repeat but just listen to the following Creole words.

li	lò	lapòs
lè	lib	lévé
leù	liv	lòlòj
li	lakay	lontan

b. Exercise: Repeat the above words after hearing each of them twice.

3. The English and the Creole /l/ in final position contrasted:

a. Exercise: Do not repeat, but just listen carefully to the following pairs of words. The first word is English and the second one Creole:

ba11 - bò1

ca11 - kò1

fa11 - fò1

Bi11 - Bi1

fee1 - fi1

be11 - bè1

1et - 1èt

poo1 - pou1

foo1 - fou1

coo1 - kou-1

b. Exercise: Repeat the above Creole words with the /1/ in final position, after each word has been uttered twice. Remember that the tip of your tongue must touch the back of your upper teeth.

4. Creole words in which /1/ is preceded by another consonant:

a. Exercise: Listen carefully to the following words:

p1on	f1eù	b1ésé
b1an	v1é	sik1òn
d1o	k1ou	p1ézi
v1en	ésk1av	ap1on
k1é	p1enyen	1ap1i
		b1ié

b. Exercise: Repeat the above words, after each has been uttered twice.

5. The sound /l/ in sentences:

a. Exercise: Listen carefully:

Ki jan l yé?

Gras a Dieu l bien.

E Loui?

Gras a Dieu l la.

L ap kenbé toujou.

E pitit-la?

L ap grandi.

Koté l pral la-a?

L pral lakay.

Ki sa l pral chèché?

L pral chèché kèk lèt.

N a ouè l pi ta.

Koté zouti l?

L anba bra l.

b. Exercise: Repeat the above sentences, after each has been uttered twice.

C. Other Exercises:

1. Read the Grammar Notes in Valdman.

2. Practice the pronunciation of /en/ as per taped instructions.

3. Do exercises as per taped instructions. 14 min.

VI. INDEPENDENT STUDY

Materials:

Tape No. 3.

Valdman, pages 73 and 74.

1. Translation Test.

2. Lexical Variation Exercise:
(See Valdman, p. 73, A-B-C)

3. Translation Test.
(See Valdman, p.74)

4. Additional Exercises (on tape)

a. In the pattern "M pral. . ." change the last element on cue:

CUE	STUDENT(S)
Anitạ	M pral kay Anitạ.
machè	M pral nan machè.
komè-m	
pitit mouen	
Chal	
lakomun	
yo	
lapòs	
li	
mouen	
Pétionvil	
travay	

b. Change the pattern "M pran. . ." on cue, using the short form of the pronoun whenever possible. Listen carefully:

CUE	STUDENT(S)
mouen	M pran lèt <u>mouen</u>.
rabo	M pran <u>rabo</u> m.
li	
kat didantité	
nou	
yo	
zouti	
tounvis	
mouen	
goin	
klou	
ou	

c. Change the underlined words in the pattern: "<u>Toma</u> poté zouti <u>1</u> anba bra <u>1</u>."

CUE	STUDENT(S)
Toma	<u>Toma</u> poté zouti <u>1</u> anba bra <u>1</u>.
mouen	<u>Mouen</u> poté zouti <u>m</u> anba bra <u>m</u>.
nou	
bòs Alsé	
ti-moun yo	
ou	
li	
Gabi	
yo	
mouen	
Anita	
nou	

5. <u>Fluency Test</u>. (On Tape- 3 min.)

L. 3

GRAMMAR NOTES

Reference: Valdman, pages 74-75.

L. 3

VOCABULARY

anba (adv)	under, below
anba lavil (n. phr)	downtown
Anita (prop n.)	Anita
anyen (pron)	nothing
bòneù (adv)	early
bon kouraj	keep your chin up
bra (n)	arm
déyò (adv)	outside, out
genyen, gen (v)	to have, there is, there are
goin (n)	saw
gro (adj)	big, large
kay, lakay (prep) or (n)	to the home of, to the house of; house, home
ki bò	where
klou (n)	nail
komè-a (n. phr)	that woman
kouraj, kouray (n)	courage, strength
lakay (n)	(see kay)
lavil (n)	town, downtown
madanm (n)	wife, lady
mato (n)	hammer
mèn	but
mèsi (int)	thanks
non (adv)	(emphasis marker, when occurring at the end of a statement)
oui (adv)	(emphasis marker, when occurring at the end of a statement)
pòch (n)	pocket
pou (prep)	for, in order for
provèb (n)	proverb
rabo (n)	plane

si (sub. conj.)	if
sou rout (n. phr)	on the way, on the road
tounvis, tounavis (n)	screw-driver
travay (n) or (v)	work, job; to work
trouvé (v)	to find, to see, to observe, to notice
vlé (v)	to want, to wish
zouti (n)	tool(s)

Idiomatic Expressions

Sa ki genyen? (v. phr)	What's the matter?
Sa pa pi mal (id. exp)	not bad
si Dié vlé, si Dieu vle	God willing

Proverb

Sòt ki bay, enbésil ki pa pran.

literal translation:
A fool who gives, an imbecile who doesn't take.

free translation:
Always take advantage, never give it.

Lesson 4

AT ANITA'S HOUSE

Scene: At Anita's house

Characters: Toma
Tijo, Anita's son

Situation: Toma goes to Anita's house and finds she has gone out with her husband.

Toma: Hi, son!

Tijo: Hello, sir!

Toma: Is this Anita's house?

Tijo: Yes, sir.

Toma: Is Anita at home?

Tijo: No, she went out with my father, but they should be back soon.

Toma: I'll wait.

Tijo: All right. Please have a seat.

Toma: What is your name?

Tijo: My name is Tijo.

Toma: And who is your mother?

Tijo: Anita is my mother.

Toma: Yes, of course; you look a great deal like her.

L. 4

II. DIALOGUE

References:

1. Tape No. 4.
2. Valdman, page 79.

HOMEWORK

1. Read the grammar notes. See Valdman, page 83.
2. Memorize the dialogue.
3. Check your knowledge of the vocabulary.

CHAL & ANITA
Hi Son!
Hello!
Anita's ?
YES
?
RIGHT AWAY
WAIT...
NAME ?
TIJO
MOTHER ?
ANITA
...LOOK LIKE HER...

IV. EXERCISES AND TESTS

References:

1. Valdman, pages 81-84.
2. Tape No. 4.

A. Pronunciation Drills

1. Syllabic /m/

a. The sound /m/ stands often by itself and is, therefore, treated as a syllable. To pronounce it properly, keep your lips tightly together while uttering it. The sound must be completed before you separate your lips.

b. In front of a verb beginning with a consonant, the syllabic /m/ replaces the pronoun subject mouen.

(1) Exercise: Listen carefully to the following sentences.

M ba ou 1.	M pa lakay.
M di yo bonjou.	M rété isit.
M fè sa.	M té ouè 1.
M gadé ti-moun yo.	M sové 1.
M jouenn ni.	M vlé.
M kité yo.	M ouè 1.
M loué 1.	Sé la m yé.
M mandé nouvèl li.	Msieu, bonjou.
M najé bien.	

(2) Exercise: Repeat the above sentences, after each has been modeled twice for you.

c. The syllabic /m/ represents mouen also after a verb which ends in a vowel sound.

(1) Exercise: Listen carefully to the following sentences. Note especially the cases in which the /m/ sound appears in final position.

Manman m ap chèché m.

Ti-gason m nan ouè m.

Yo kontré m.

Li kouté m.

Sé kat didantité m.

Papa m sanblé m.

Yo voyé m nan buro m.

Ou ouè mari m.

Sé msieu m.

(2) Exercise: Repeat the sentences, after they have been modeled twice.

2. The sound /n/

a. In pronouncing /n/, the tip of the tongue touches the back of the upper teeth.

(1) Exercise: Listen carefully to the following words:

nou	n ap	nonm
nò	nivo	novanm
nan	nègès	

(2) Exercise: Repeat the above words after each has been modeled twice. Do not forget to touch the back of your upper teeth with the tip of your tongue.

(3) Exercise: Listen to the /n/ in final position:

liann	konn	bannann
tann	fonn	marenn
jèn	rasin	désann
jouenn	kabann	kolonn
grenn	santèn	

(4) Exercise: Now repeat the above words after each has been modeled twice.

b. As in the case of /m/, /n/ may stand by itself before a verb beginning with a consonant or after a verb ending with a vowel. This syllabic /n/ stands for nou,'we'or 'you' (plural).

(1) Exercise: Listen to the following sentences:

Ki koté n ouè yo?

Ban n nouvèl Alsé?

Ki jan n yé? N pa pi mal.

Ki sa n di la-a? N pa di anyen.

Ki moun nou kontré? N kontré Mari.

Yo mandé n pou li. N mandé pou li tou.

Kouman n yé? N ap grandi.

Y a ouè n pi ta.

Sé konpè n ak kòmè n.

N jouenn ni lakay.

(2) Exercise: Repeat the above sentences after each has been modeled twice.

C. Other Exercises:

1. Study the Grammar Notes.

2. Practice the pronunciation of an + n/m with the help of Tape No. 4. Reference: Valdman, page 25 or prelim. ed., pages 92-95.

3. Do the following exercises:

   a. Lexical Variations, Valdman, pages 81f.

   b. Grammar Exercises, Valdman, pages 83f.

   c. Translation Test, Valdman, pages 82f.

VI. INDEPENDENT STUDY

Assignment in the Library:

1. Distribute a bibliography of books on Haiti, in English.

2. Tell students to choose a book for a book report at a designated date in the future.

3. Send students to the Library to start reading their chosen or assigned book.

4. Students are to take notes.

5. Students are to make a report:

   a. Oral or written?

   b. 5 min. or 500 words?

   c. In English or Creole?

L. 4

VOCABULARY

ak bon Dieu (n. phr)	God willing
anpil (adj)	a lot, many, lots of
bagay (n)	thing
bèl (adj)	beautiful
bouk (n)	village
chita (v)	to sit
gason (n)	boy
isit (adv)	here
jouenn (v)	to find
kap, kapab, kab (v)	can, to be able
ki (rel pr)	who
konn(en) (v)	to know
koué (v)	to believe, to think
koulié-a, kounié-a (adv)	now
-la (particle)	the (used after a noun)
légum (n)	vegetable(s)
louen (adv)	far, distant, far away
machann (n)	merchant
maché (v)	to walk
manman (n)	mother
mari (n)	husband
mété (v)	to put
mizé (v)	to waste time
msieu (n)	Sir, Mr.
papa (n)	father
pratik (n)	regular customer, clientele
rélé (v)	to call, to be named, to be called
reproch (n)	reproach, blame
rété (v)	to stay, to stop, to live
retounnen, tounen (v)	to return, to come back
san (prep)	without
sanblé (v)	to resemble, to look like
sé (v)	it is, is it, to be
Sésé (pr. n)	Sésé (woman's name)
sòti, sot (v) sòt	to go out
sòti, soti (n)	being out

tann (v)	to wait
Tijo (pr. n)	Little Joe
tousuit (adv)	immediately, right away

Idiomatic Expressions

Ki jan ou rélé?	What's your name?
san reproch	-if you don't mind my saying so

Lesson 5

REVIEW

Note: Most of the exercises below are rapid drills for developing fluency. They call for simple substitutions on cue and the manipulation of elements under well-understood conditions.

I. Oral Review Drill on Lessons 1 and 2

1. Pattern: . . .kouman ou yé?

   Exercise: Change the introductory word on cue. Pay particular attention to the intonation!

CUE	STUDENT(S)
Gabi	Gabi, kouman ou yé?
Monchè	Monchè, kouman ou yé?
bos Alsé	
Mari Batis	
Tomà	
komè-m	
Sésé	
Anita	
makomè-m	
machè	
Chal	
Tijo	

2. Pattern: Ki koté. . .pralé la-a?

a. Exercise: Change the noun or pronoun on cue, as indicated.

CUE	STUDENT(S)
ou	Ki koté ou pralé la-a?
Mari	Ki koté Mari pralé la-a?
li	
Tijo	
konpè-m	
nou	
yo	
Mari	
Chal	
nou	

b. Exercise: Repeat the above exercise, using the short form of the pronoun whenever possible (i.e. in the case of li, nou, ou, and mouen).

3. Pattern: Alò, m a ouè...pi ta.

a. Exercise: Fill in the missing noun or pronoun on cue.

CUE	STUDENT(S)
yo	Alò, m a ouè yo pi ta.
bos Alsé	Alo, m a oue bos Alsé pi ta.
nou	
makomè-m	
li	
Anita	
ou	
Gabi	
yo	
Mari	
Chal	
nou	

b. Exercise: Repeat the above exercise, using the short form of the pronoun whenever possible (i.e. in the case of li, nou, and ou).

4. Rule: A subject pronoun is shortened or contracted when followed by a predicate beginning with a vowel.

Materials: Flashcards for each pronoun and predicate below.

Exercise: Flash the subject pronouns li, nou, mouen, and yo, followed by any of the following predicates:

pral lapòs

ap grandi

kenbé toujou

ouè youn ti-moun

fè youn ti viré

ap fè youn rivé lavil

pral fè youn viré

ap ouè youn ti-moun

pa pi mal

ap fè youn ti viré lapòs

ouè ou pi ta

pralé man maché-a

ouè bòs Alsé

bien

Fifty-six combinations are possible. Students will respond to

li and pral lapòs with: Li pral lapòs.
li and ap grandi with: L ap grandi.

5. Translate into Creole:

a. They are going out for a while.

b. We are going to market.

c. I am going to the post office.

d. I see them.

e. I am getting along.

6. Change to the progressive tense, i.e. add pral after the subject:

CUE	STUDENT(S)
Li bay Mari kèk lèt.	Li pral bay Mari kèk lèt.
Yo grandi.	Yo pral grandi.

Gabi nan maché.
M alé nan maché.
Ti-moun yo rivé nan maché.
Nou chèché kèk lèt.
Toma fè you rivé lakomun.
Li kontré Mari.
Li couté Gabi ak Mari.
Mouen ouè Chal.
Ou pran kat didantité ou.

7. Change to the future tense, i.e. add a after the subject. Use the short form of the pronoun whenever possible:

CUE	STUDENT(S)
Li ba Mari kèk lèt.	L a ba Mari kèk lèt.
Yo grandi.	Y a grandi.

Gabi nan maché.
M alé nan maché.
Ti-moun yo rivé nan maché.
Nou chèché kèk lèt.
Toma fè you rivé lakomun.
Li kontré Mari.
Li couté Gabi ak Mari.
Mouen ouè Chal.
Ou pran kat didantité ou.

8. Listen to and repeat line by line the following conversation between Toma and Mari:

Purpose:

a. To comprehend sentences with more than six words.

b. To repeat whole sentences with proper intonation.

TOMA: Mari!
Ban m nouvèl ou non!

MARI: M pa pi mal monchè.
E ou menn, ki jan on yé?

TOMA: Gras a Dieu, sa pa pi mal.
Kouman Alsé yé?

MARI: Li bien tou.
E makomè Gabi, ban nouvèl li?

TOMA: L ap kenbé toujou.
Kouman ti-moun yo yé?

MARI: Yo grandi anpil.
E ti-moun ou yo?

TOMA: Yo kon sa.
Ki koté ou pralé la-a, Mari?

MARI: M pral lapòs poté kèk lèt,
M pral oue si m gen kèk lèt tou.

TOMA: Mouen-menm, m ap rivé lakomun.
M pral pran kat didantité m.

MARI: Gabi rété lakay ak ti-moun yo?

TOMA: Non machè.
L al fè youn ti viré nan maché-a.
M pralé Mari.
Di bos Alsé ak ti-moun yo bonjou, Babay.

MARI: Mèsi Toma.
Di Gabi ak ti-moun yo bonjou tou.

9. Answer the following questions in Creole:

a. Ban m nouvèl Mari?

b. E ou-menm, ki jan ou yé?

c. Kouman Alsè yé?

d. E ti-moun Mari yo?

e. Ti-moun Toma yo bien tou?

f. Ki koté Mari pral la-a?

g. Ki sa li pral fè lapòs?

h. E Toma, ki koté li pralé?

i. Ki sa li pral fè lakomun?

j. Ki koté Gabi alé?

k. Li pa rété lakay ak ti-moun yo?

l. Ki moun Mari a di bonjou pœu Toma?

m. E Toma, ki moun l a di bonjou?

II. Lab or Class Session

Independent study

with taped materials.

HOMEWORK: Review Lessons 1, 2, 3, and 4.
Reread especially
1. the Dialogues,
2. the Dialog Notes, and
3. the Grammar Notes.
Use the end-vocabularies for a check on your knowledge of the meanings and forms of words and idioms.

III. Oral Review Drill on Lessons 3 and 4

1. Pattern: Sé. . .ou.

Exercise: Change on cue, as follows:

CUE	STUDENT(S)
moun	Sé moun ou.
kat didantité	Sé kat didantité ou.
mari	
manman	
légum	
gason	
bagay	
zouti	
travay	
madanm	
kay	
pitit	

2. Pattern: M gen youn. . .

Exercise: Change on cue, as follows:

CUE	STUDENT(S)
pitit	M gen youn pitit.
travay.	M gen youn travay.
ti-moun	
lèt	
goin	
madanm	
machann	
zouti	
kat didantité	
mato	
komè	
nouvèl	

3. Pattern: pral fè travay (Possessive)

Exercise: Show the form of the possessive by repeating the pronoun subject at the end of the sentence and the noun subject in its pronoun form--at the end of the sentence.

CUE	STUDENT(S)
nou	Nou pral fè travay nou.
li	Li pral fè travay li.
Anita	Anita pral fè travay li.
mouen	
ti-moun yo	
Toma	
Tijo	
ou	
nou	
Yo	
Sésé	
Alsé	

4. Put in the negative:

Positive cue by instructor:	Negative response by students:
M jouenn bagay-la.	M pa jouenn bagay-la.
Tijo ap tann papa l.	Tijo pap tann papa l.
Pratik la oue manman m.	Pratik la pa oue manman m.
Zouti l anba bra l.	
Papa l tann ni.	
Ou travay anpil, msieu.	
Anita al nan bouk.	
Ou gen klou nan poch ou.	
Nou sanblé manman nou.	
Li rélé Tijo.	
Yo grandi anpil.	
Mari tounen ak ti-moun yo.	

5. Pattern: Ki bò (koté). . .la-a?

Exercise: Ask questions based on the following statements:

Statement	Question
M pral lavil.	Ki bò (koté) ou pral la-a?
Alsé poté zouti l.	Ki bo (koté) Alse poté zouti l la-a?
Chal pral chèché mato-a.	Ki bò Chal. . .?
M gen youn ti travay.	
Nou kontré Mari.	
Bos Alsé fè youn gro travay.	
Li oué Toma.	
Yo kontré Anita.	
M pral chèché zouti-m.	
Mari al pran youn lèt.	
Nou oué bos Alsé.	
L ap fè youn ti viré.	

6. Answer the following questions in the negative:

Question	Answer
M pral pran zouti-m?	Non, ou pa pral pran zouti-ou.
Li poté mato-a?	Non, li pa poté mato-a.
Ou oué ti-moun yo?	Non,. . .
Y ap poté zouti yo?	
Li pran kat didantité-li?	
Ou oué madanm mouen?	
Manman m sòti ak papa m?	
Tijo sanblé papa l anpil?	
Sé kay-la sa?	
M rélé Anita?	
Papa m sòti ak Loui?	
Nou kap tann yo?	

7. Translate:

a. Toma meets Anita's husband.

b. You are not taking a little walk.

c. She went out with her father.

d. They are going to return immediately.

e. He is sitting down with Tijo.

f. Bòs Alsé is going to Anita's house with me.

g. We are carrying our tools under our arms.

h. I am doing a big job for her.

i. Fortunately we will see each other.

j. You are meeting Gabi on the way to Port-au-Prince.

8. Listen and repeat with proper intonation:

Toma sé mari Gabi. Gabi sé madanm Toma. Yo rélé Gabi ak Toma Loui. Alsé sé mari Mari. Mari sé madanm Alsé. Yo rélé Mari ak Alsé Batis. Chal sé mari Anita. Anita sé madanm Chal. Yo rélé Anita ak Chal Téodò. Yo gen youn pitit. Pitit-la rélé Tijo. Li sanblé manman n anpil. Mari ak Alsé gen pitit tou. Nou pa konnen konman yo rélé.

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Msieu ak madan Toma Loui, msieu ak madan Alsé Batis ak ti-moun yo, msieu ak madan Chal Téodò ak Tijo bien. Yo pa pi mal, gras a Dieu.

Toma konn travay. Li fè youn ti travay pou Anita, komè 1. Madan Chal kontan anpil. Toma travay bien pou li. Toma gen bon kouraj pou li travay. Li gen anpil zouti. Chal, li-menn, pa konn travay ak zouti. Li pa gen mato, 1 pa gen rabo, 1 pa gen goin, li pa gen tounvis, li pa gen klou. Li kontan ouè Toma fè travay-la pou madanm ni. Li di 1 mèsi.

9. Answer the following questions:

a. Ki moun ki mari Gabi?

b. Kouman Gabi ak Toma rélé?

c. Ki moun ki madanm Alsé?

d. Ki jan Mari ak Alsé rélé?

e. Yo gen pitit?

f. E kouman Mari Anita-a rélé?

g. Li gen pitit?

h. Kouman yo rélé pitit-la?

i. E ki jan yo rélé Anita, Chal ak Tijo?

j. Ki moun Tijo sanblé?

k. Li sanblé ak papa 1?

1. Nou konnen ki jan pitit Mari yo rélé?

m. Kounan moyn yo yé?

n. Ki moun ki fè ti travay-la pou Anita?

o. Li fè travay-la bien?

p. Toma gen kouraj pou 1 travay?

q. Li gen anpil zouti?

r. Ki zouti li genyen?

s. Chal gen zouti tou?

t. Ki moun ki di Toma mèsi?

IV. Lab or Class Session with taped material. Independent study.

V. Lab Quiz No. 1, followed by self-correction in class.

VI. Comprehension and Translation Exercises

1. Listen to the text of the comprehension exercise on Tape No. 5.

2. Rewind the tape and listen to it again, using the pause button after each sentence to pronounce what you have heard.

3. Write down the translation of each sentence.

4. Translate your sentences back into Creole.

5. Record your translation into Creole.

6. Listen to Haitian music and turn in your tapes and papers for correction.

Lesson 6

FINDING ONE'S WAY

Scene: Port-au-Prince, rue des Césars (Street of the Caesars) at rue du Peuple (People's Street)

Characters: Mr. Jones, missionary who has lived in rural Haiti for several months and is now spending a few days in Port-au-Prince

Passerby

Situation: Mr. Jones wishes to send a telegram to the United States and inquires how to get to the cable office.

Mr. Jones: Excuse me, sir.

Passerby: How do you do? What can I do for you?

Mr. Jones: I would like to send a cable to the United States.

Passerby: Oh, you'd like to send a cable to the United States?

Mr. Jones: Yes, I would like to send the cable now.

Passerby: The cable office is on the rue des Miracles.

Mr. Jones: Where is the rue des Miracles?

Passerby: You go straight down the rue du Peuple.

Mr. Jones: This very street?

Passerby: Yes, that's it. When you reach the rue des Miracles, turn to the right.

Mr. Jones: I turn right at the rue des Miracles.

Passerby: Then you go straight down until you get to the cable office. It is marked "R.C.A. Communications." It is across the street from the Bank of Canada.

Mr. Jones: Is the office on the left or on the right?

Passerby: It's on the right. The Bank of Canada is on the left.

Mr. Jones: Thank you.

II. DIALOGUE

1. References:

   a. Tape No. 6.

   b. Valdman, pages 87, 90, and 93.

2. Cultural Notes:

   Reference: Valdman, page 90, "Dialog Notes."

3. Homework:

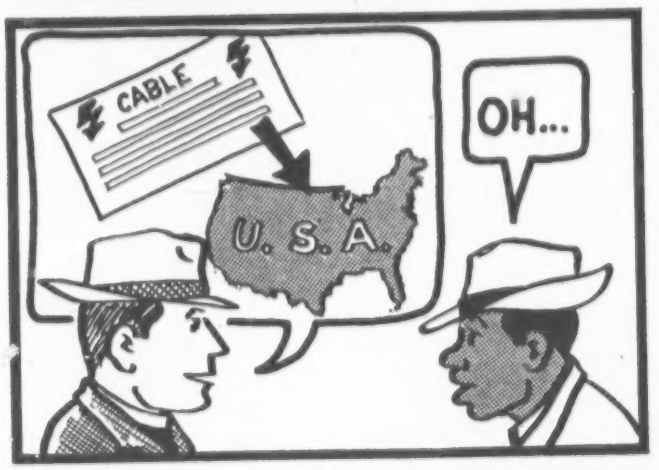
   a. Study the grammar notes. See Valdman, page 93, "Noun Markers."

   b. You need not memorize the dialogue word for word, but you should study it so thoroughly that you are able to work freely with it in the morning.

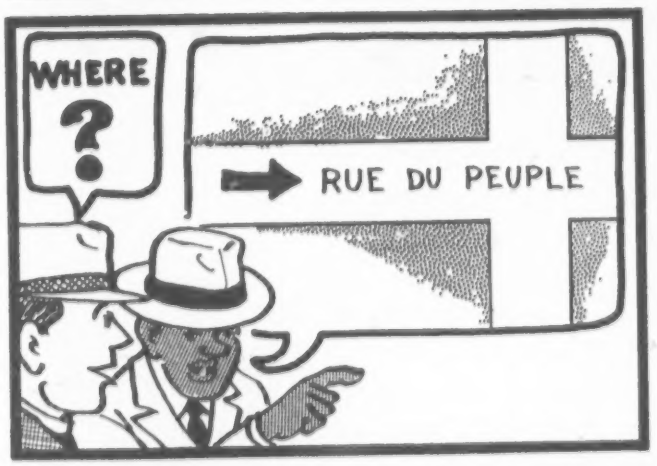
   c. Check your knowledge of the vocabulary at the end of the lesson.

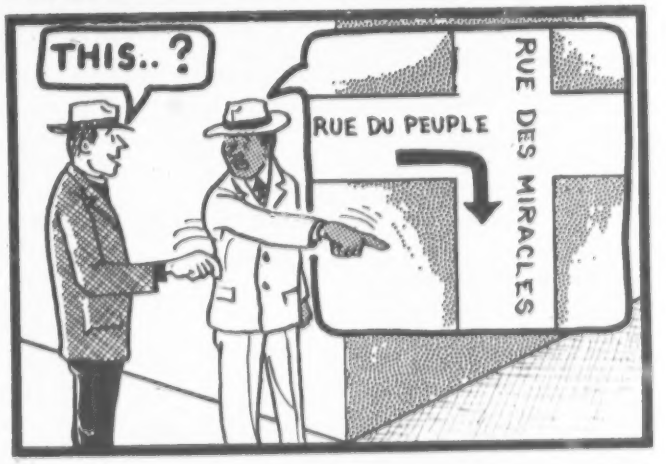
RUE DES CESA
RUE DU PEUPLE

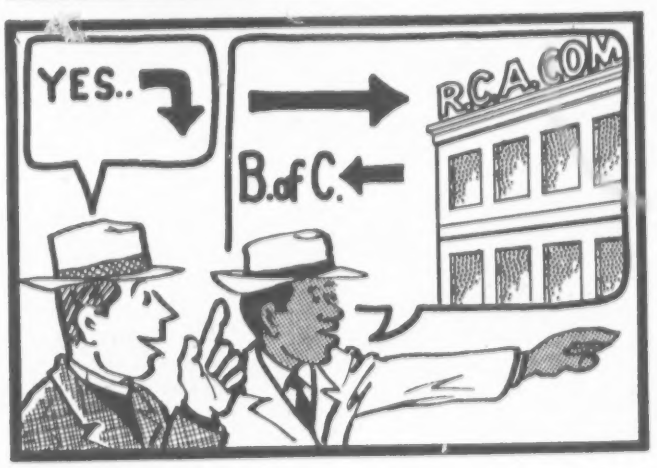
EXCUSE...
...what can I do..

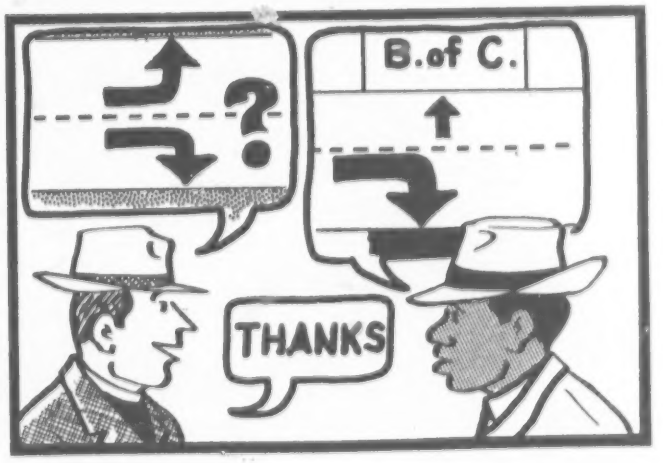

CABLE
U.S.A.
OH...

NOW...
RUE DES MIR S


WHERE
?
RUE DU PEUPLE


THIS..?
RUE DU PEUPLE
RUE DES MIRACLES


YES..
B.of C.
R.C.A.COM


?
B.of C.
THANKS

IV. PRONUNCIATION AND PATTERN DRILL

A. References:

1. Tape No. 6-8.
2. Valdman, pages 12, 91-95.

B. Pronunciation Drill:

1. The sounds /o/ and /ô/, on tape.
2. The sounds /p/, /t/, and /k/. See Valdman, page 12 (top).

C. Grammar Notes: See Valdman, pages 93 and 94.

D. Grammar Exercises: See Valdman, pages 93-95.

E. Lexical Variation Exercises: See Valdman, pages 91-92.

V. READING AND WRITING

A. Introduction to the Writing System

Reference: Valdman's system.

B. Exercises in Reading and Writing

Reference: Comprehension Texts of Lessons 1 and 2.

VI. COMPREHENSION EXERCISES

A. Reading (Léktu)

M. Jones sé youn misionè. Li pa rété Pòtoprens. Men koulié-a li Pòtoprens. Li pa konnen vil-la bien. Li nan kouen ru du Peup ak ru dè Séza.

Li ta vlé voyé youn dépèch pou madanm ni O Zétazuni. Li pa konn ki koté buro kab-la yé. Li pa konn ki bò pou l alé. Li oué youn msieu nan laru-a. Li rélé l pou l mandé l ki koté buro-a yé. Gras a Dieu, msieu-a konnen koté buro-a yé. Li di misionè-a pou l alé tou drouat nan ru sa-a menm, ru du Peup. Lè l a jouenn ru dè Mirak, l a viré a drouat. Le l a sou ru dè Mirak, l a désann ni tou drouat nèt, jus li rivé Bank Kanada, a gòch. An fas labank-la l a oué buro dépèch-la. Buro-a rélé "R.C.A. Communications".

Misionè a kontan anpil. Li pap chèché anpil. Li di msieu-a youn gro mesi. Li di msieu-a tou li ta vlé rété sou rout li, Libréri Alfalit. Li ta vlé achté kèk liv kréòl. Libréri Alfalit pa louen isit. Sé sou ru du Peup menm li yé. Sé youn libréri ki vann liv kréòl seulman. Msieu-a kontan. Li pral Libéri Alfalit kounié-a tou. Yo maché ansanm jus yo rivé libréri-a. Y achté kèk liv kréòl. Yo di o revoua. Y alé fè chimen yo.

B. Translation:

1. Listen to the Creole text on Tape No. 6.
2. Translate the text into English, sentence by sentence.

VOCABULARY

aisien (n or adj)	Haitian
Alfalit (pr. n)	Alfalit (a book store which sells Haitian Creole books)
an (interj)	ah, oh
ansanm (adv)	together
bank, labank (n)	bank
Bank Kanada (n ph)	Bank of Canada
bon (adj)	well, good
buro, biro (n)	office
buro, (biro) kab (n ph)	Cable (Telegraph) Office
dé, deu, déz, deuz (adj num)	two
dépèch (n)	cable, telegram
désann (v)	to go down
drouat, douat (adj)	right, straight
E msieu (n. ph)	Excuse me, sir
Etazuni (Etazini) (pr n)	United States
fas (n)	face
an fas (adv)	facing, across the street, across the street from
jouenn (v)	to reach, to find
jus, jis (prep)	until, as far as
kab (n)	cable, telegram
kouen (n)	corner
kréòl (n or adj)	Creole
lè, leù, lò (conj)	when
léktu (n)	reading
libréri (n)	book store
liv (n)	book(s)
maké (v)	to mark
menm (adv)	very (intensive marker)
misionè (n)	missionary
nan (prep)	on
nèt (adv)	straight, clear

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O Zétazuni	from or to the United States
ru, ri (n)	street
ru dè Mirak	Miracles Street, rue des Miracles (French)
ru dè Séza	Caesar's Street, rue des Césars (French)
ru du (di) Peùp	People's Street, rue du Peuple (French)
seùlman, sèlman (adv)	only
Séza (pr n)	Caesar
ta (particle)	(marker to indicate state or action is conditional)
tou drouat	straight ahead
vann (v)	to sell
voyé (v)	to send

Lesson 7

DIRECTIONS TO THE CATHEDRAL

Scene: Port-au-Prince, rue du Magasin de 1'Etat

Characters: Mr. Jones, missionary
Msieu Lakasad, a passerby

Situation: Mr. Jones is inquiring about directions to the cathedral.

Mr. Jones: Excuse me, sir.

Lakasad: Hello.

Mr. Jones: Could you tell me the way to the cathedral?

Lakasad: That's easy. This is rue du Magasin de 1'Etat. Go straight ahead. When you come to...

Mr. Jones: Stop, please. Not so fast. This is rue du Magasin de 1'Etat?

Lakasad: Yes. Just walk with me and I'll sh w you.

Mr. Jones: Where are we now?

Lakasad: We are still on rue du Magasin de 1'Etat. Look in front of you. That is rue Bonne Foi. There you must turn right.

Mr. Jones: I must turn to the left?

Lakasad: No, to the right. Understand?

Mr. Jones: I understand.

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Lakasad: Good. After one-two-three-four streets you will find the cathedral.

Mr. Jones: The cathedral is on rue Bonne Foi?

Lakasad: No. After four streets on rue Bonne Foi you turn left, and then the cathedral will be right in front of you.

II. DIALOGUE

1. References:

   a. Tape No. 7.

   b. Valdman, pages 97 and 101.

2. Exercise:

   Listen to and read the Dialogue.
   See Valdman, page 97.

3. Dialog Notes:

   Read Valdman, page 101.

3. Homework:

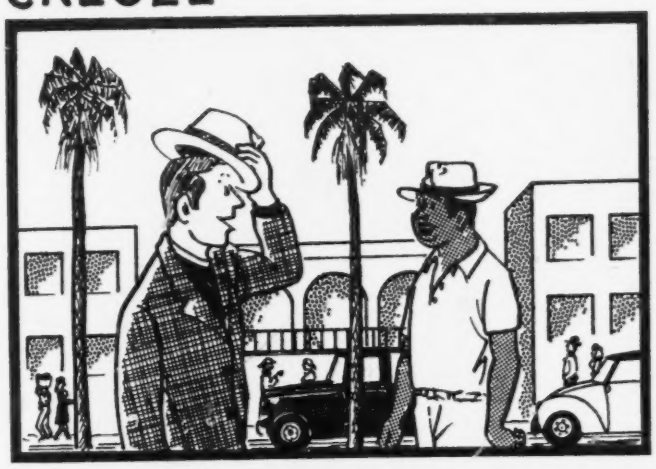
   a. Read the dialogue notes and grammar notes.

      See Valdman pages 101 and 103f.

   b. Study the dialogue well enough, so that you can work with it freely in class tomorrow. You need not memorize it word for word.

   c. Check your knowledge of the vocabulary with the help of the end-vocabulary and Tape No. 7.

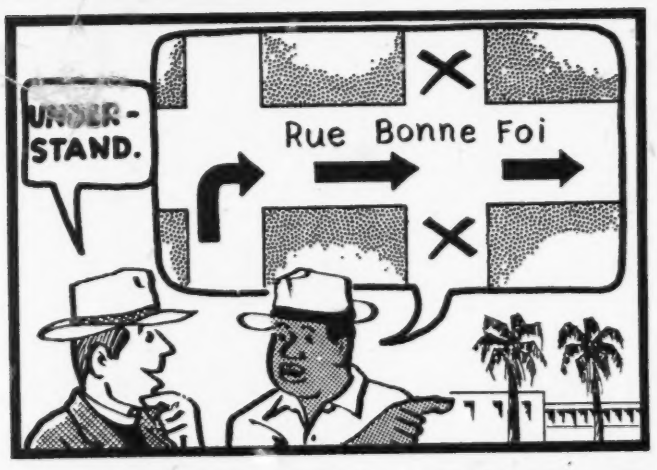
   d. Write ten questions in Creole, based on Lessons 1-7.

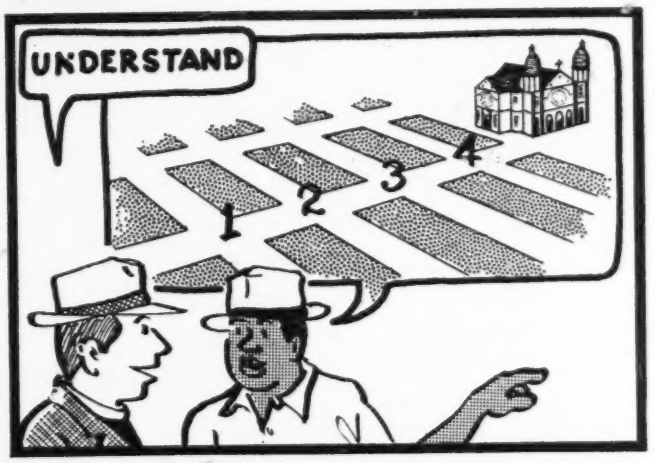


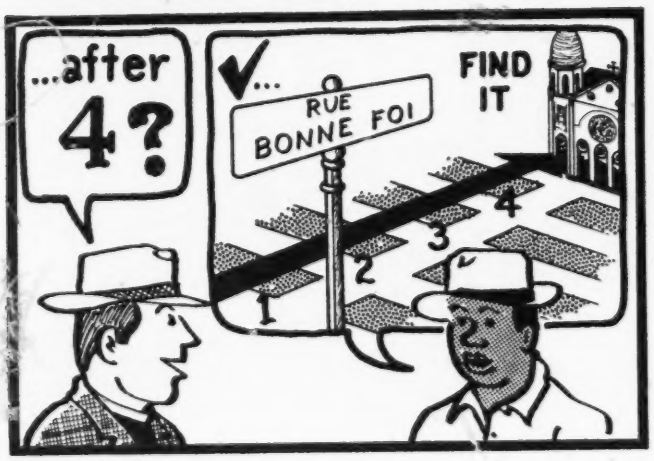
EASY...
RUE
MAGASIN DE L'ETA

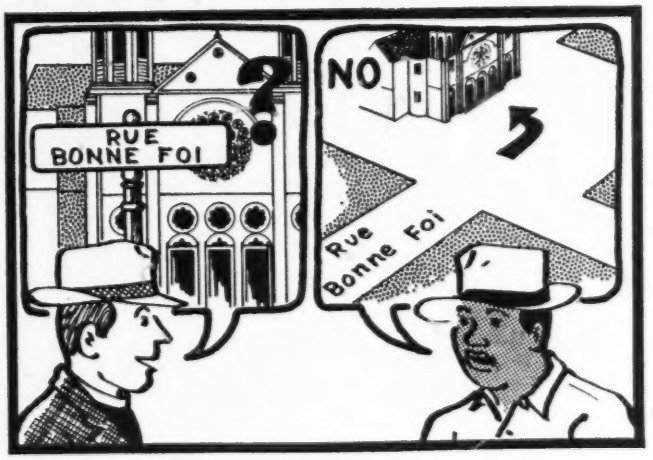
...fast...
Magasin...?
WALK...
SHOW

WHERE ?
RUE DU
MAGASIN DE L'ETAT
RUE
BONNE FOI


UNDER-
STAND.
Rue Bonne Foi


UNDERSTAND
1
2
3
4


...after
4?
RUE
BONNE FOI
FIND
IT
1
2
3
4


RUE
BONNE FOI
NO
Rue
Bonne Foi

IV. PRONUNCIATION DRILL AND PATTERN PRACTICE

1. Review the grammar notes on pages 103-106 in Valdman.

2. Listen to the pronunciation of /o/ + n/m on Tape No. 7.

   Read the notes on /g/ and /r/ on page 12 in Valdman.

3. Continue with other exercises on Tape No. 7, including

   Lexical Variation Exercises in Valdman, pages 101-103, and

   Grammar Exercises in Valdman, pages 104-106.

L. 7

V. LEKTU

Jodi-a Msieu Jones kontré ak youn msieu ki rélé Lakasad. Li kontré avè 1 anba lavil Potoprens, nan ru du Magazen de Léta. Li vlé al vizité katédral-la. Katédral-la pa trò louen. Lakasad di Jones kouman pou li alé. Men, Msieu-a pa konprann sa Lakasad di 1. Lè li oué sa, Lakasad di 1:

"E ben, monchè, ban m fè youn ti maché avè ou. M a montré ou rout-la.

-Mèsi anpil, monchè. Sé youn gro sèvis ou ap rann mouen la-a. Nan ki ru nou yé la-a?

Nou toujou ru du Magazen de Léta. Kounié-a nou rivé nan kouen ru du Magazen de Léta ak ru Bon Foua. Monté ru Bon Foua nèt. Ou ap kontré youn, deu, troua, kat ru. Premié-a sé ru Roub. Dezièm ru-a, sé Gran Ru. Touazièm ru-a sé ru du Sant, Katrièm ru-a sé ru du Peup. Maché tou drouat toujou jus ou oué katédral-la a gòch. Li pa nan ru Bon Foua. L a gòch ru-a. M pa kapab al pi louen avè ou.

-Ou fè anpil pou mouen, monchè.
Mèsi. Sé fasil pou m jouenn katédral-la kounié-a.
M alé."

M. Jones fin di mèsi, l al fè chimen ni. Li kouazé ru Koub, li kouazé Gran Ru, li kouazé ru du Sant, li kouazé ru du Peup. Li kontinué monté ru Bon Foua jus li oué katédral-la a gòch. Li kontan anpil. Li pa pédu tan ni, gras a Lakasad.

TOWARD FREE EXPRESSION:

Have students ask each other for directions to a certain location.

Use the city map on page 98 in Valdman.

DICTATION:

Choose a paragraph from the reading exercise above.

VI. FROM GUIDED CONVERSATION TO FREE EXPRESSION

1 Reference: Last night's homework--
ten questions formulated by each student
on Lessons 1-7.

2 Exercise: Each student addresses one question
to each of his fellow students.
Addressees answer at will.

VOCABULARY

amérikenn (adj)	American
anbasad (n)	embassy
anbasad amérikenn	American Embassy
apré (prep)	after
boulva Ari Troumann	Harry Truman Boulevard
devan, dévan (adv or prep)	before, in front of
enstitu, enstiti (n)	institute
Enstitu (Enstitit) (Fransé) (n phr)	French Institute, Institut Français (French)
épi (adv or conj)	and, then
eske, eské, ès	(particle used in front of a statement to transform it into a question)
eù, leù (n)	hour
fasil (adj)	easy
fini, fin (v)	to finish, to end, to complete
fò, fòk (v)-used interchangeably	to be necessary, must have to
fransé (adj or n)	French
gadé (v)	to pay attention, to look
jodi, jodi-a (adv)	today
kat (adj num)	four
katédral (n)	cathedral
kazino (n)	Casino
kenbé (v)	keep, hold
ki lè, ki leù	when
konprann (v)	to understand
kouazé (v)	to cross

L. 7

magazen	(n)	store
manjé	(n)	food, meal
manjé	(v)	to eat
mennen	(v)	to lead, to take
monté	(v)	to go up
montré	(v)	to show
ni. . .ni	(conj)	neither...nor
répété	(v)	repeat
ru (ri) Bonn Foua	(n phr)	Good Faith Street, rue Bonne Foi
ru deu (de) la Révolusion	(n ph)	Revolution Street, rue de la Révolution (French)
ru du Magazen de Léta	(n phr)	State Store Street, rue du Magazin de l'Etat (French)
senk	(adj num)	five
sis, siz	(adj num)	six
té	(particle)	(marker to indicate state or action completed in the past)
tro, trò	(adv)	too, too much
troua, toua	(adj num)	three
vizité	(v)	to visit
vit	(adj)	fast

Lesson 8

FINDING A TELEPHONE

Scene: Port-au-Prince, Grand Rue, in front of Bata Shoe Store

Characters: Mr. Jones
Passerby

Situation: Mr. Jones wishes to make a telephone call. He asks a passerby for directions to a booth and also a camionette (small bus) to Pétionville.

Mr. Jones: Excuse me, sir, I would like to make a telephone call. Where is there a pay-phone booth here?

Passerby: Well, sir, you can make a call almost anywhere.

Mr. Jones: What do you mean?

Passerby: There is a phone in every store. Right here, at Bata's, you can telephone. But there is also the telegraph office a few steps away.

Mr. Jones: Where is the telegraph office?

Passerby: Right across the street. Do you see the big house there? That's the telegraph office.

Mr. Jones: Telegraph office? Are you sure I can telephone there?

Passerby: Yes, sir, you can make a telephone call there.

Mr. Jones: Good. May I ask you another favor? Where can I find a camionette to take me to Pétionville?

Passerby: Right here. The camionettes go up rue des Miracles.

Mr. Jones: Where is the rue des Miracles?

Passerby: Right around the corner. Bata's faces Grand Rue (Main Street). The covered walk on its side is on rue des Miracles. There all the camionettes turn.

Mr. Jones: I see. Thank you very much. Here, buy yourself some cigarettes. (Gives the old man money.)

Passerby: Thank you very much. Good-bye.

II. DIALOGUE

1. References:

   a. Tape No. 8.

   b. Valdman, page 109.

2. Cultural Notes:

   See Valdman, page 112.

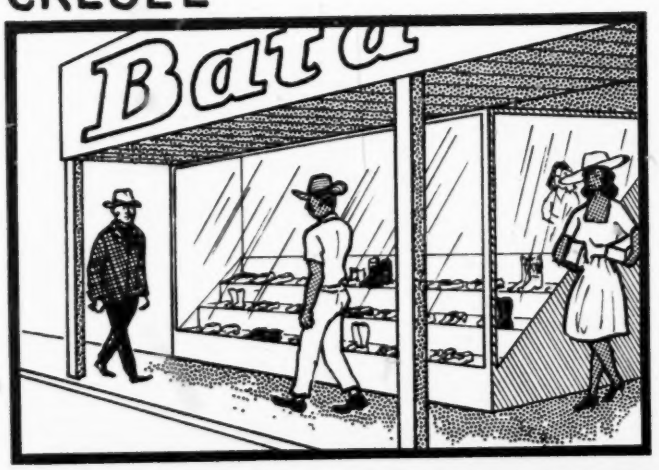
3. Homework:

   a. Read the "Dialog Notes" on page 112 in Valdman.

   b. Check your knowledge of the vocabulary with the help of Tape No. 8.

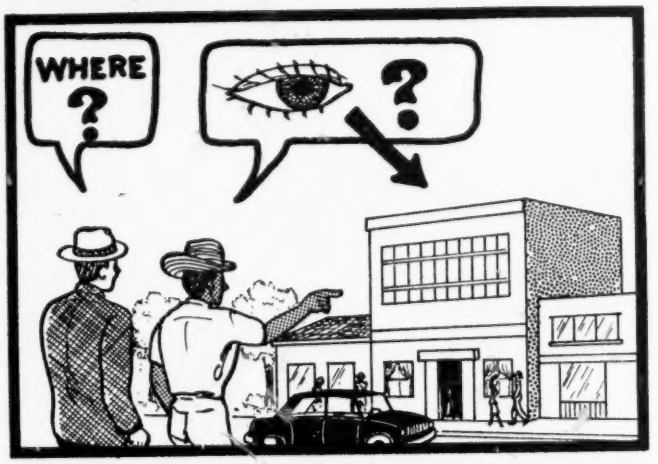
   c. Study the dialogue intensively.

   d. Write down ten questions in Creole, based on Lessons 1-8.


Bata

Everywhere

...don't understand..
Bata
OR TELEGRAPH OFFICE..


WHERE ?
?

SURE ?

Petionville ?
RUE DES MIRACLES
HERE

WHERE IS
RUE DES MIRACLES
?
Bata
GRAND RUE
RUE DES MIRACLES
RUE DES MIR

HERE...
THANKS

IV. GRAMMAR NOTES AND LAB EXERCISES

A. Grammar Notes

1. Omission of the verb 'to be' in predicate, adjective/adverb constructions:

   a. Note the following examples:

Creole	Literal Translation	English
M isit.	I here.	I am here.
M malad.	I sick.	I am sick.

   b. When a particle is added to indicate a past or future tense, the particle immediately follows the subject. For example:

M té isit.	I was here.
M a isit.	I will be here.

2. The simple tenses:

   a. If a verb is not preceded by a particle which indicates a past or future tense, the verb may stand for both the present and simple past tense. For example:

Creole		English
M di bonjou.		I say hello.
	or:	I said hello.

   b. The context determines whether a Creole verb is translated in the present or simple past.

3. Read the grammar notes on pages 114-117 in Valdman.

L. 8

B. Pronunciation Drill

Practice the sounds /u/, /eu/, and /eù/ on Tape No. 8.

C. Questions on the Dialogue

Reference: Tape No. 8.

D. Translation and Other Exercises

Reference: Tape No. 8.

E. Lexical Variation Exercises

References: Tape No. 8.
Valdman, pages 112-113.

F. Transcription

Reference: Tape No. 8.

Instructions: Repeat the sentences out loud.
Write them down, in Creole.

G. Comprehension and Translation

Reference: Tape No. 8.

V. LEKTU

Nan Pòtoprens, pa gen otobus pou ou sòt nan youn vil, pou ou al nan youn lòt. Si ou pa gen oto, é si ou vlé alé nan youn vil ki pi louen, ou pran kamionèt. Pou alé Kafou, Pétionvil, Koua de Bouke, ou pran kamionèt. Men si ou vlé alé pi louen, ou pran kamion. Fò ou konnen ki koté pou ou al pran yo. Sou tout Gran Ru ou kap pran kamionèt pou Kafou, Bizoton, Matisan épi Bòlòs. Nan ru de Mirak ak Lalu, ou kab jouenn kamionèt pou Pétionvil ak Kenskòf.

Misionè-a fin fè viré 1 lavil-la. Li ta vlé monté Pétionvil. Men, nou sonjé, li pa moun Pòtoprens é li pa gen oto 1. Li pa konn ki koté pou 1 al pran youn kamionèt. Li sot achté youn pè soulié ka Bata. Kounié-a li kanpé sou galri Bata-a. Li gadé a drouat, li gadé a goch. Li pa konn sa pou 1 fé. Li oué youn nèg kap pasé. Li rété 1, li mandé 1 ki koté pou 1 al pran kamionèt-la. Gras a Dieu, li pap maché anpil. Sé nan kouen sa-a menm, nan kouen Ru de Mirak ak Gran Ru kamionèt yo viré pou monté Pétionvil. Misionè-a kontan anpil. Li ba nèg-la lajan pou 1 achté sigarèt. Nèg-la kontan tou. Li di Msieu Jones mèsi.

VI. FROM GUIDED CONVERSATION TO FREE EXPRESSION

1 Reference: Last night's homework--
ten questions formulated by each student
on Lessons 1-8.

2 Exercise: Each student addresses one question
to each of his fellow students.
Addressees answer at will.

VOCABULARY

Asèn (pr n)	Arsène (French)
Bata (pr n)	Bata (a shoe store)
Bizoton (pr n)	Bizoton, a town near Port-au-Prince
blan (adj)	white
blan (n)	White (man or woman)
Bòlòs (pr n)	Bolosse, a town near Port-au-Prince
déja (adv)	already
fè lign	to make the run to.. (a town)
fè plèzi	to please, to cause pleasure
galri (n)	covered walk (street), porch (house)
isit-la menm, isit-menm (adv)	right here
Kafou (pr n)	Carrefour (French), a town near Port-au-Prince
kamion (n)	truck, bus
kamionèt (n)	camionette*(See Cultural Notes: Valdman, p. 112)
kanpé (v)	to stand up
Kenskòf (pr n)	Kenscoff, a resort town in the mountains above Pétionvil
késtion (n)	question
Koua dè Bouke (pr n)	Croix-des-Bouquets, a city near Port-au-Prince
lajan (n)	money
Lalu (pr n)	Lalue or Avenue John Brown
lòt (adj)	other

L. 8

Matisan (pr n)	Martissant, a town near Port-au-Prince
men (with gesture) (adv)	here
nèg (n)	someone, guy, fellow (male)
oto (n)	car, automobile
otobus, otobis (n)	bus
ou (conj)	or
palé (v)	to speak
pasé (v)	to pass
pè (n)	pair
plézi, plézi (n)	pleasure
sèvis (n)	favor, service
sigarèt (n)	cigarette
sonjé (v)	to remember, to remind
sou (prep)	on
soulié (n)	shoe(s)
souplé (n)	please, if you please
su, si (adj)	sure, certain
téléfòn (n)	telephone
téléfonnen, téléfònen (v)	to telephone, to make a call
télégraf (n)	cable(telegraph) office
tou patou, patou	everywhere
tout (adj)	all
youn lòt (adj phr)	another

Idiomatic Expressions

fè youn ti maché	take a (few steps) walk
pou pi su	to make sure
rann (youn) sèvis	to do a favor

Lesson 9

BANKING HOURS

Scene: Port-au-Prince, in front of the National Bank

Characters: Missionary Jones
Passerby

Situation: Mr. Jones has an errand to do in the National Bank, finds it closed, and, disappointed, discusses the local banking hours with a passerby.

Mr. Jones: Hello, sir. I see the bank is already closed.

Passerby: Yes, sir. It's closed.

Mr. Jones: When does it close?

Passerby: It closes at one o'clock, sir.

Mr. Jones: Is there no other bank I can go to now?

Passerby: I am sorry, but at this hour all banks are closed.

Mr. Jones: What time is it?

Passerby: Look at the clock of the National Bank. It's already two o'clock.

Mr. Jones: Oh! Two o'clock? Is it that late?

Passerby: You will have to return tomorrow.

Mr. Jones: What time do the banks open and what time do they close?

Passerby: They open at nine in the morning and they close at one in the afternoon.

Mr. Jones: I see. Thank you very much. I will return tomorrow morning. How can I get to Pétionville?

L. 9

Passerby: It's easy. You are on rue des Miracles.

Mr. Jones: Yes?

Passerby: Go up rue des Miracles. When you get to Main Street, you'll find a camionette which is going to Petionville.

II. DIALOGUE

1. References:

   a. Tape No. 9.

   b. Valdman, page 119.

2. Exercises:

   a. Study the dialogue, using the references above.

   b. Practice pronunciation of the vocabulary with the help of Tape No. 9.

3. Homework:

   a. Master the dialogue for free manipulation in the morning.

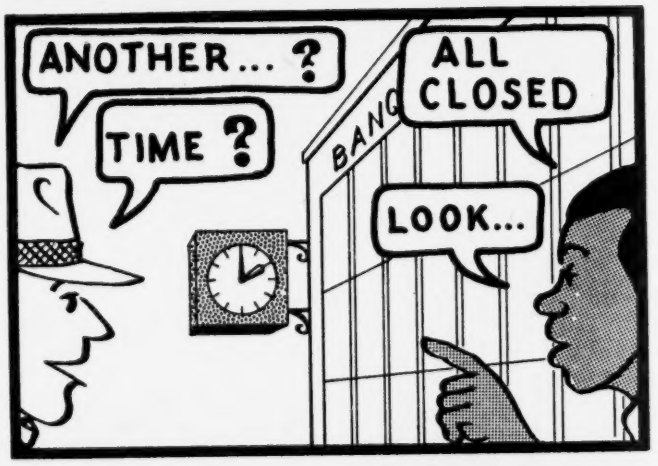
   b. Check your knowledge of the vocabulary.

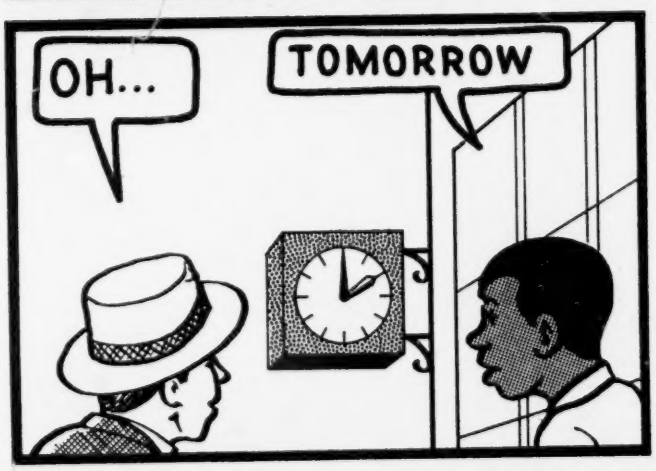
   c. Make up ten questions based on Lessons 1-9. Write them out for use in class the next day.

BANQUE NATIONALE DE LA REPUBLIQUE D' HAITI

BNRH

CLOSED ?
WHEN ?


ANOTHER... ?
TIME ?
ALL CLOSED
LOOK...


OH...
TOMORROW

... OPEN... CLOSE ?

THANKS... PETIONVILLE ?
EASY...
RUE DES MIRACLES

YES ?
GRAND' RUE

IV. GRAMMAR NOTES AND PRONUNCIATION/PATTERN DRILL

A. Pronunciation Drill and Writing Exercise: Creole vowels

References: a. Tape No. 9.

b. Valdman's preliminary edition, page 181.

c. Valdman's workbook, pages 72-74.

B. Grammar Notes:

1. When the numeral adjective youn stands alone, the n-sound is pronounced. When it is followed by a noun, the n is silent.

   Ex: M gen youn liv.
   M gen younn.

2. Poko, pòkò, panko and pako, all mean 'not yet.' Whichever word is used stands immediately before the verb.

   Ex: M poko ouè 1.
   (I haven't seen him/her/it yet.)

3. a. anko 'again'

   Ex: M ouè 1 ankò.
   (I saw him again.)

   b. The negation pa...ankò means 'no longer,' 'not anymore.'

   Ex: M pa ouè 1 ankò.
   (I do not see him anymore.)

4. a. jus means 'until,' 'till,' 'up to,' 'as far as'

Ex: M pral jus lavil.
(I am going as far as downtown.)

b. When it precedes an expression of specific time, it becomes juska or jusk.

Ex: Ou p ap rivé juska midi?
(You will not arrive until noon?)

Non, m ap rivé juska katreù d laprémidi.
(No, I will arrive till 4 p.m.)

c. When it is followed by a general expression of time, either one is acceptable.

Ex: Juska (Jus) ki leù ou ap rivé?
(Up to what time will you arrive?)

M ap rivé jusk (jus) asouè.
(I will arrive before this evening.)

5. Read the grammar notes on pages 124-125 in Valdman.

C. Lexical Variation Exercises, with test:

References:

1. Tape No. 9.
2. Valdman, pages 122-123, lexical variations
pages 123-124, test.

D. Grammar Exercises:

References:

1. Tape No. 9.
2. Valdman, pages 124-127
pages 124 translation.

V. LEKTU

Jodi-a ankò, Mr. Jones, misionè-a, désann lavil. Li gen anpil bagay pou li fè. Kounié-a l ap monté galri labank-la. "O, o!". Youn nèg ki tap pasé di: "Blan, sa ou genyen?

-M pa gen anyen, monchè. M t apralé labank-la, épi m ouè l fèmen.

Ou pa konn ki leù l yé?" Jones gadé leù nan lòlòj Bank Nasional-la.

-"O, o! deuzeù déja! M pa t konn li ta kon sa. Ki sa pou m fè la-a?

Sé pou ou tounen demen. Labank-la pa louvri léza-prémidi.

-M ta kapab alé nan youn lòt labank.

Nan pouen youn labank ki louvri. Laprémidi tout bank yo fèmen a uneu.

Jones a tounen demen, lè labank-la va louvri a neuveu. Fò li sonjé sa, pou li pa rivé trò ta. Lè l a désann soti Pétionvil, demen maten, sé premié bagay pou li fè.

M. Jones ta vlé tounen Pétionvil. Li pa vlé mizé lavil, jodi-a. Jus kounié-a li pa kapab sonjé rout pou li fè pou l al pran kanionèt ki fè lign Pétionvil-yo. Li mandé nèg ki tap palé ak li-a ki koté pou l al pran kamionèt-la. Li pa louen. Si li monté ru dè Mirak, lè l a kouazé Gran Ru, l a jouenn youn kamionèt.

A leù sa-a, pa gen anpil moun ki pran kamionèt pou Pétionvil. M. Jones a jouenn youn bon koté pou li chita. Li kapab chita devan. L a pi bon pou li. L a oué bien tout koté l ap pasé. Li ta vlé jouenn youn kamionèt tousuit, leù li rivé sou Gran Ru, pou li pa pèdu tan ni.

L. 9

VOCABULARY

ankò (adv)	again
aprémidi (n)	afternoon
Bank Nasional (n ph)	National Bank
demen, démen (adv)	tomorrow
deu, dé (num adj)	two
deuzeù, dézè	two o'clock
dis (num adj)	ten
disèt (num adj)	seventeen
dizeù dizè	ten o'clock
dizneùf, diznèf (num adj)	nineteen
dizuit (num adj)	eighteen
dola (n)	dollar
douz (num adj)	twelve
du, di (prep)	of the
fèmen (v)	to close
goud (n)	gourde (unit of money worth $.20)
juska, jusk (prep)	until
katòz (num adj)	fourteen
katreù, katrè	four o'clock
kenz (num adj)	fifteen
kon sa	as that
konbien, konben (adv)	how much, how many
konté (v)	to count
kouman (inter. or excl.)	how's that?!, what!!
laprémidi, lézaprémidi (adv)	in the afternoon
lématen (adv)	in the morning
lign (n)	line, rout
lòlòj (n)	clock
maten (n)	morning
midi (n)	noon
neùf, nèf (num adj)	nine
neuveù, névè	nine o'clock
onz (num adj)	eleven
onzeù, onzè	eleven o'clock
ouvri (v)	to open

poko, pòkò, panko, pako	(adv)	not yet
regrèt, régrèt	(v)	to regret, to be sorry
sèt	(num adj)	seven
sez	(num adj)	sixteen
sizeù, sizè		six o'clock
trèz	(num adj)	thirteen
trouazeu, touaze		three o'clock
vit	(num adj)	eight
ven	(num adj)	twenty

Idiomatic Expressions

d laprémidi	in the afternoon
du maten	in the morning
nan pouen	there isn't, there aren't

Lesson 10

REVIEW

I. Oral Review Drill on Lessons 6 and 7

1. Add ta to the following sentences:

CUE	STUDENT(S)
M ap manjé youn bon manjé.	M ta manjé youn bon manjé.
Li kenbé pitit-la pou mouen.	Li ta kenbé pitit-la pou mouen.
Yo désann Anbasad Amériken.	
Fò ou vini jodi-a.	
Msieu-a gadé kome 1.	
Nou va konprann sa ou di a.	
Yo monté jus katédral.	
M répété bagay-la troua foua.	
Li montré nou ru du Magazen de Léta.	
Chal alé tousuit.	
Yo palé kréòl-la bien.	
Nou té maché anba galri-a.	

2. Change to the singular:

CUE	STUDENT(S)
Maché sou galri-yo.	Maché sou galri-a.
Li poté sigaret-yo pou mouen.	
M pa vlé pran kamionèt-yo.	
Nou rélé nèg-yo.	
Li ta vlé oué oto-yo.	
Fò ou alé nan anbasad-yo.	
Li vizité tout katédral-yo.	
Nou maché nan ru-yo.	
N a gadé magazen lavil yo.	
Li gen klou yo nan pòch li.	
Pratik yo pasé déja.	
Libréri-yo pa vann liv kréòl.	

3. Make a sentence with each of the following words:

a gòch	tout
dọuat	devan
net	sou koté
a drouat	tọu drouat
tou patou	déja

4. Put the following sentences in the negative, using pa...ni...ni:

CUE	STUDENT(S)
M pral Anbasad Amérikèn ak Enstitu Fransé.	M pa pral ni Anbasad Amérikèn, ni Enstitu Fransé.
Chal gen klou ak mato.	Chal pa gen ni klou, ni mato.
Yo vizité Kafou ak Bizoton.	
Li té désann ru dè Mirak ak ru dè Séza.	
M jouenn Tijo ak papa li.	
Yo palé kréol ak fransé.	
Nou maké labank-la ak buro-a.	
Ou monté Koua dè Boukè ak Bòlòs.	
M voyé liv kréòl-yo ak zouti yo.	
Li gadé Tijo ak ti-Mari.	
M konpranṇ papa m ak manman m.	
Yo kouazé ru du Peup ak ru du Sant.	

5. Repeat the following sentences, inserting the given cue word:

CUE	STUDENT(S)
Misionè-a bay liv kréol-yo.(Mari)	Misionè-a bay <u>Mari</u> liv kréol-yo.
Li mandé koté ru-a yé. (Lakasad)	Li mandé <u>Lakasad</u> koté ru-a yé.
Nou vann troua liv. (ti-moun-yo)	
Yo montré rout-la. (misionè-a)	
M répété nouvèl-la. (Chal)	
Ou pasé liv-la. (pratik-la)	
Ti moun yo di bagay-la. (manman yo)	
Nèg-la montré libréri-a. (Jones)	
Li téléfonnen nouvèl-la. (papa l)	
M tounnen zouti yo.(ou)	
Pratik-la vann légum. (mouen)	
Nou bay dépèch-la. (madan misionè-a)	

6. Complete the following sentences with <u>pou</u>:

CUE	STUDENT(S)
Misionè-a voyé dépèch-la.	Misionè-a voyé dépèch-la <u>pou</u> madanm-ni.
Pratik-la vann légum yo.	Pratik-la vann légum yo <u>pou</u> komè l.
M téléfonen Mari.	
Nou rélé pratik-la.	
Y al pran kamionèt-la.	
Li chita nan kay-la.	
Nèg-la désann lavil.	
Tijo gadé déyò.	
Ou louvri kay-la.	
M kouazé ru du Sant.	
M mandé Chal.	
Yo louvri liv-la.	

7. Begin each of the following sentences with fò:

CUE	STUDENT(S)
M voyé dépèch-la bay papa m tousuit.	Fò m voyé dépèch-la bay papa m tousuit.
Nou vizité katédral-la.	Fò nou vizité katédral-la.
Libréri Alfalit vann tout liv kréol.	
Ou sonjé tou sa ou di.	
Pratik-la vann tout légum yo nan maché-a.	
Yo tann lòt ti-moun yo.	
Nou tounen a katreù.	
Li fèmen kay la leù l ap sòti.	
Ou kouazé ru du Sant pou ou jouenn ru du Peup.	
Nou maké liv nou yo.	
Nou konn konté juska ven.	
Li palé kréòl pou yo konprann ni.	

8. Kouté épi répété:

Kounié-a nou konnen Msieu Jones. Nou konnen ki sa li yé. Lè li vini Potoprens, li pa vlé pèdu tan ni. Li fè anpil bagay déjà, men li gen anpil bagay pou li fè toujou. Li té désann nan buro dépèch-la pou li té voyé youn dépèch ba madanm ni ki O Zétazuni. Li pa té konnen koté buro dépèch-la yé. Gras à Dieu, li té jouenn youn nèg pou montré l ki bò l yé. Li té pasé libréri Alfalit tou pou l té achté kèk liv kréol. Li kontan anpil; li konnen jan moun lakay li pral oue liv sa yo ak plézi. Li vlé fè yo plèzi tou.

Lè msieu soti nan buro dépèch-la, li té nan kouen ru Koub ak ru dè Mirak. Li té boneù. Li pa té mizé nan buro-a. Li di: "En ben, ban al vizité katédral-la." Youn lòt nèg k ap pasé montré l rout pou li fè pou l rivé devan katédral-la. Li maché nan ru Koub jus lòt kafou-a. La, li viré à drouat, nan ru Bon Foua. Li monté net. Li kouazé Gran ru, ru du Sant ak ru du Peup. Le li rivé nan lòt kouen ru a, li oué Katédral la k ap gadé l a goch.

Lè li fin vizité katédral-la, li té ta. Li pa té kapab rété lavil-la pi ta. Li pa té louen koté pou li pran youn kamionèt ki fè lign Pétionvil yo. Sé nan ru dè Mirak yo monté. M. Jones konnen kouman pou li rivé pran kamionèt-la nan ru dè Mirak. Moun pa di l koté pou l alé, foua sa-a.

9. Answer the following questions:

(1) Nou konnen msieu Jones kounié-a?

(2) Nou Konnen ki sa li yé?

(3) Ki sa l yé?

(4) Li fè anpil bagay Pòtoprens déja?

(5) Li rét anpil bagay pou li fè?

(6) Ki koté li té désann lavil?

(7) Pou ki sa li té alé nan buro dépèch-la?

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(8) Pou ki moun li té vlé voyé dépèch-la?

(9) Li té konnen koté buro dépèch-la yé?

(10) Ki moun ki di l koté l yé?

(11) Ki koté li té voyé dépèch-la?

(12) Ki koté li té pasé tou?

(13) Ki sa li té al fè libréri Alfalit?

(14) Lè msieu sot nan buro dépèch-la, nan ki kouen li té yé?

(15) Li té ta?

(16) Eske l té mizé nan buro-a?

(17) Ki sa l di?

(18) Ki moun ki moutré-l rout Katédral-la?

(19) Nan ki premié ru li pasé pou l al Katédral-la?

(20) Ki koté l viré?

(21) Li désann ru dè Mirak tou drouat?

(22) Sé nan kouen ru du Peùp ak ru dè Mirak li oue Katédral-la?

(23) Lè l sot Katédral-la, l alé youn lòt koté?

(24) Pou ki sa li pa al youn lòt koté?

(25) Koté pou l pran Kamionèt-la louen Katédral-la?

(26) Kamionèt pou ki bò li pral pran?

(27) Nan ki ru kamionèt sa yo monté?

(28) Sé moun ki di misionè-a ki koté pou l al pran kamionèt-la, foua sa-a?

(29) Ru-a fasil pou jouenn?

(30) Ki sa ki pral fè moun lakay misionè-a plézi?

II. Review of Lessons 6 and 7

Students refer to Valdman and their own texts for independent study.

Homework:

1. Review Lessons 6-9, i.e.

   a. Read the Cultural or Dialog Notes in Valdman.

   b. Listen once more to the dialogues, noting particularly the intonation of utterances.

   c. Review the grammar notes in Valdman and in your book.

   d. Check your active knowledge of the vocabularies.

   e. Jot down any questions you may have on any part of any lesson.

2. Acquaint yourself with the vocabulary of the songs in Part VI of this lesson. You need not memorize it, but you should know the meaning of words, when you hear and see them.

III. Oral Review Drill on Lessons 8 and 9

1. Repeat the following sentences, adding tou patou at the end:

CUE	STUDENT(S)
M ouè ti-moun yo.	M ouè ti-moun yo tou patou.
Pratik-la vann légum yo.	Pratik-la vann légum yo tou patou.
Misionè-a téléfonnen.	
Libréri Alfalit voyé liv kréòl.	
Chal rété palé.	
Magazen yo fèmen.	
Nou kab jouenn liv kréòl.	
Kounié-a yo fin travay.	
Fòk nou kapab palé kréòl.	
Fòk nou konprann moun tou.	
Msieu Jones ta vlé vizité.	
Lè li té Pòtoprens, li té manjé.	

2. Repeat the following sentences, inserting tout:

CUE	STUDENT(S)
M ouè ti-moun yo,	M ouè tout ti-moun yo,
Pratik-la vann légum yo,	Pratik-la vann tout légum yo.
Libréri-a voyé liv yo.	
Alfalit vann liv kréol.	
Misioné-a vlé vizité vil-la.	
Bank yo louvri a neuveu.	
Men, magazen yo fèmen a katreu.	
M rann ni sèvis,	
Yo pa vlé sigaret.	
Nou maché anba galri yo.	
Kamionèt pa monté Pétionvil.	
Li ka téléfonnen nan magazen yo.	

3. Repeat the following sentences inserting lòt:

CUE	STUDENT(S)
M ouè ti-moun yo.	M ouè lòt ti-moun yo.
M oue youn ti-moun.	M oue youn lòt ti-moun.
Li voyé youn dépèch.	
Nou désann nan youn buro.	
M jouenn liv fransé yo.	
Yo maké léktu-a.	
Nou montré ru-a.	
L alé nan youn anbasad.	
Fò ou fini fè travay yo.	
Manman m gadé ti-moun yo.	
Li kouazé troua ru.	
Nou oue youn bèl kazino.	

4. Make a sentence with each of the following words:

fèmen	louvri
lématen	lézaprémidi
leu	d laprémidi
monté	désann
du maten	laprémidi

5. Change the following sentences, using a, ava, or va:

CUE	STUDENT(S)
M ap manjé youn bon manjé.	M ava manjé youn bon manjé.
Yo désann Anbasad Amériken.	Y a désann Anbasad Amériken.
Nou konprann sa li di.	
Li vini jodi-a.	
N ap palé kréol-la bien.	
Manman m kenbé pitit-la pou mouen.	
Toma poté klou ak mato.	
Nou konprann tout moun ki palé kréol.	
Misioné-a poté liv pou moun lakay li.	
Ki moun ki montré nou libréri-a?	
M mandé ki koté ru a yé.	
Msieu-a téléfonnen madanm ni.	

6. Put the following sentences in the negative, using first poko, then pa...anko:

CUE	STUDENT(S)
M ouè 1.	M poko què 1. M pa oue 1 anko.
Labank sa-a louvri.	Labank sa-a poko louvri. Labank sa-a pa louvri anko.
Nou pralé Bizoton.	
Li fè lign Kafou.	
Yo gen anpil lajan.	
M palé fransé.	
Nou sonjé sa n té di.	
Nèg-la alé Koua dè Bouké.	
Ou rann mouen sèvis.	
Nou voyé bagay-la?	
Magazen yo fèmen a katreù.	
Li pa montré rout-la.	

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7. <u>Kouté épi répété</u>:

Li pa fasil pou, moun ki pa konnen, pran kamionèt pou alé youn koté. Tout kamionèt yo pa fè menm lign. Nou konnen kounié-a pa gen otobus ni nan Pòtoprens, ni sou rout pou ou alé nan lòt vil yo. Si youn moun pa gen oto, é si l vlé alé youn koté ki pa nan vil-la, fò li pran kamion ou kamionèt. Si kay li sou rout kamionèt yo ou si li pa rété trò louen rout la, li kapab pran yo. Men sé pa fasil. Yo pa toujou mété ou devan kay ou. Youn moun ki pral Pétionvil ka pran kamionèt la sou Gran Ru, nan ru dè Mirak ou Lalu. Si li vlé al Kenskòf, fò l pa pran kamionèt ki fè lign Pétionvil. Li pap rivé. Menm koté ou pran kamionèt Pétionvil yo, sé menm koté pou ou pran kamionèt Kenskòf yo tou. Pa mouté si ou pa mandé koté yo pralé.

Si youn moun vlé alé Bòlòs, Bizoton, Matisan ou Kafou, li ka pran youn kamionèt sou tout Gran Ru dépi bò maché-a. Kamionèt yo rét pran moun sou tout rout-la. Moun mouté, moun désanm. Leù ou nan kamionèt yo, tout tan, fò ou bay youn ti koté pou moun chita. Ou pa ka chita menm koté-a

tout tan. Moun k ap monté yo mandé pou ou bay yo youn ti koté pou yo chita. Ou pa toujou bien chita nan kamionèt yo. Ki sa pou ou fè. Pran bagay jan yo yé.

8. Answer the following questions:

(1) Eske 1 fasil pou moun ki pa konnen pran kamionet?
(2) Tout kamionèt nan Pòtoprens fè menm lign?
(3) Eske gen otobus nan Potoprens?
(4) E sou rout pou al nan lòt vil yo?
(5) Si youn moun pa gen oto, kouman pou l alé nan youn lòt vil?
(6) Si out rét Pòtoprens, ou ka pran kamionèt pou ou alé lakay ou?
(7) Sé fasil pou youn moun ki pa rét sou rout kamionèt yo, pou l pran yo?
(8) Eske kamionèt yo toujou métè ou devan kay ou?
(9) Nan ki ru youn moun ka pran kamionèt ki fè lign Pétionvil?
(10) E ki koté pou nou pran kamionèt pou Kenskòf?
(11) Sé lè ou fin monté kamionèt-la pou ou mandé ki koté li pralé?
(12) Ki koté m ka pran kamionèt ki pral Bòlòs, Bizoton, Matisan ak Kafou?
(13) Kamionèt yo pa konn rét sou rout pou yo pran moun?
(14) Dépi ki bò nou ka pran kamionèt ki fè lign Kafou?
(15) Lè ou nan youn kamionèt, eske ou chita menm koté-a tout tan?
(16) Ki sa pou ou fè tout tan?
(17) Ki sa moun k ap monté yo mandé?
(18) Ou toujou bien chita nan kamionèt yo?
(19) Nou bien chita koté nou yé a?
(20) Sé pou nou pran tout bagay jan yo yé?

9. Telling time. With the help of a clock, ask each student to tell the time.

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IV. Review of Lessons 8 and 9

Students refer to Valdman and their own texts for independent study.

V. Quiz

1. Give Weekly Quiz No. 2 (in the lab).
2. Correct Weekly Quiz No. 2 (in class).

VI. Singing

Reference: Songbook or Songsheets (handouts)

TÒTU

Tòtu pa gen dan
M pa konnen kouman 1 fè mòdé. } bis

Ouoy! (ter)
M pa konnen kouman 1 fè mòdé. } bis

Tòtu pa gen dan
M pa konnen kouman 1 fè mòdé } bis

Ouoy (ter)
Chè manman, kouman 1 fè mòdé? } bis

Turtle

Turtle has no teeth--
I do not know how it can bite.

Oh! (ter)
I do not know how it can bite.

Turtle has no teeth--
I do not know how it can bite.
Oh! (ter)
Dear 'mama,' how can it bite?

Vocabulary

dan	(n)	tooth, teeth
mòdé	(v)	to bite
tòtu	(n)	turtle

FÈY

Fèy O! Sové lavi mouen, } bis
Nan mizè mouen yé, o! }

Pitit mouen malad,
Mouen kouri kay gangan, Similon.
Pitit mouen malad,
Mouen kouri kay gangan.
Si ou sé youn bon gangan,
Ou a sové lavi mouen,
Nan mizè mouen yé, o!

LEAVES

Oh, leaves! Save my life,
I am in misery, oh!

My child is sick.
I ran to a "houngan's," Similon.
My child is sick.
I ran to a "houngan's."
If you are a good "houngan,"
You will save my life,
Oh! in misery I am.

Vocabulary

fèy	(n)	leave
gangan, houngan	(n)	Voodoo priest
kouri	(v)	to run
lavi, vi	(n)	life
malad	(adj)	sick
mizè	(n)	sorrow, misery
Similon	(pr n)	Similon
sové	(v)	to save

Cultural Notes

1. A houngan or gangan is a physician or high priest of the voodoo cult. He has knowledge of the traditional lore about medicinal plants and leaves.

2. Haitian peasants have faith in the healing power of plants.

3. When going to a houngan, a peasant utters a fervent prayer that the leaves prescribed will cure the patient.

ANNJÉLINA!

Ti fi k pa konn lavé, pasé
Chita kay manman ou. } bis
Annjélina? (bis)
Chita kay manman ou.
Chita kay manman ou, chè, (bis)
Chita kay manman ou, Anjé. } bis
Pou ou pa ban mouen dézagréman.

Angelina!

Little girl who doesn't know
how to wash and iron
Stay at your mama's.
Angelina, (bis)
Stay at your mama's.
Stay at your mama's, dear, (bis)
Stay at your mama's, Ange.
So you will not give me
any trouble here.

Vocabulary

Annjélino, Anjé	(pr n)	Angelina, Angéline (Fr.)
chè	(adj)	dear
dézagréman	(n)	trouble, nuisance
fi	(n)	girl
lavé	(v)	to wash
pasé	(v)	to iron

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PANAMA M TONBÉ

Panama m tonbé,
Sa ki dèyè,
Ranmasé li pou mouen
} bis

Mouen sòti lavil Jakmèl,
M apralé Lavalé,
Annarivan kafou Béné,
Panama m tonbé
} bis

MY PANAMA HAT FELL OFF

My Panama hat fell off.
Those who are behind,
Pick it up for me.
} bis

I left the city of Jacmel
To go to La Vallée
On arriving at the crossroad to Bainet
My Panama hat fell off.
} bis

Vocabulary

annarivan	gal.	on arriving
Béné	pr. n	Bainet (Fr.) a city in Southern Haiti.
dèyè	adv.	behind, back
Jakmèl	pr. n.	Jacmel (Fr.) a city in Southern Haiti.
Lavalé	pr. n.	La Vallée (Fr.) a city in Southern Haiti.
panama	n.	Panama hat
ranmasé	v.	to pick up
tonbé	v.	to fall